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ABSTRACT

The five sections of this guide for general education teachers working to include students with disabilities can be used independently. Each section includes a letter to the teacher that introduces the content; a list of 10 "guidelines-at-a-glance"; a set of the guidelines, each on a separate page, suitable for duplication or as overhead transparencies; a page of text discussing each of the 10 guidelines; and a short list of selected references. The guides and their authors are: (1) "Including Students with Disabilities in the Classroom" (Michael F. Giangreco), general guidelines for inclusion such as ensuring that all students are part of the classroom community; (2) "Building Partnerships with Parents" (Linda A. Davern), suggestions for communicating with parents such as using everyday language and putting yourself in the parents' shoes; (3) "Creating Partnerships with Paraprofessionals (Mary Beth Doyle and Patricia A. Lee), guidelines for clarifying the paraprofessional's roles and responsibilities; (4) "Getting the Most Out of Support Services" (Michael F. Giangreco, Susan W. Edelman, Ruth E. Dennis, Patricia A. Prelock, and Chigee J. Cloninger), such principles as approaching support service staff as collaborators rather than experts; and (5) "Creating Positive Behavioral Supports" (Barbara J. Ayres and Deborah L. Hedeen), suggestions such as considering the message behind the behavior and focusing on the prevention of problems. (DB)

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